# Program Evaluations

Spring Coordinators Meeting

March 6, 2014

# Effective Programs

* Outcomes –based approach
* Did it work? Was it successful?

* Does your Plan include process(es) for evaluation?

# What to evaluate?

* Where are **most of your resources** being spent?
  * Typically in salaries of staff
* If so, then what categories of staff?
  * Teachers – instructional staff
  * Paraprofessionals – support instructional staff
  * Coaches
  * Other support staff –  e.g., parent liaisons

* Make a table of your Title I staff

*

| Position | Number | Distribution | Notes |
| --- | --- | --- | --- |
| Teacher | | | |
| Parapro | | | |
| Coach | | | |
| Parent liaison | | | |

# Coaching and Title I

Definition of coaching  -

to guide and facilitate professional learning for groups of teachers in specific

areas, leading to continuous improvement in teaching practices and student

outcomes

* Coaching must:
  * Be implemented within a designed structure
  * Respect the adult learning process, and
  * Employ instructional leaders

# Why coaching?

* What elements of your needs assessment led to a decision to implement a coaching model?
    * Is there a specific content knowledge that needs strengthening?
    * Is there a specific instructional model or set of instructional practices that teachers need support?
    * What commitment do your teachers have to the process?
* What is the goal? What change is expected?
* How will the coach direct the professional learning in the school? Are you implementing a partnership model?

# Qualifications of Coaches

* What knowledge base do your coaches need ?
    * Literacy, mathematics, ELL
* What skills do your coaches need?
    * Can they instruct both students and adults?
    * Can they interact with peers?

# Structure for Success



* Coaching needs to be evaluated on several levels:
  * Is there sufficient time to accomplish all of the activities?
  * Do the coaches have research-based strategies in their coaching "toolkit" – typical areas are behavior, content, instructional practice, and formative assessment ?
  * Do the coaches have access to their own PD to improve knowledge and skills?
  * Is there a collaborative working relationship with the principal, including clear distinction between the coaching processes and the evaluative function of the principal?

# Questions

* Write 2-3 questions that might be asked about a coaching in a Title I school
  * How does the type of Title I program – TA or SW – change your responses?



Good coaches help people change, great coaches help the change stick....

# Sample Overall Questions

* Who is responsible for the program?
* What did coaching accomplish?
* Did the coaching program meet its goals?
* What was the impact on teachers? On students?
* What was the benefit – how much was the benefit?
* Was this program more or less successful than other forms of professional development?
* Did program have greater or lesser impact on certain recipients?
* Were there any negative outcomes?
* What should be changed?
* What is the cost/benefit ratio?

# How will you know?

* What was the impact on teachers?
  * How might you determine impact?
    * Discuss 1 or 2 measures

**Collecting Data**

Part of the Scientific Process of Inquiry
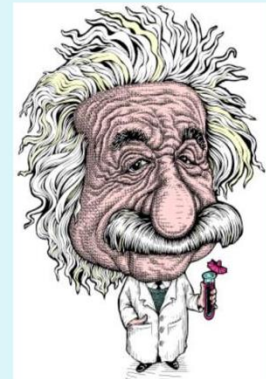
# Sample Measures

* Improved teacher attendance/ morale
* Improved Classroom walk-through data
* Positive teacher responses
* Improved evaluation data
* Improved student achievement /graduation rates/other student performance data

# Organize data collection

* Types of data
  * Quantitative data –assessments; things you can count
  * Qualitative data – surveys; opinions and judgments; anything that cannot be expressed as a number
    * Degree of implementation or other rubrics can quantify qualitative data
* How it will be collected and by whom?

# Data Analysis

* Determine significance of results
  * How difficult is it to achieve the variance (improvement or decrease) ?
* Determine accuracy of data
* Look at trends
* Go back to your design
  * Reach a goal or objective?
  * Retain or change decision

# Formalize Findings

* Create a written report
  * Documents the process
  * Historical record
* Share with appropriate stakeholders
* Incorporate into continuous improvement planning